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ABSTRACT

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Macalester College

RESEARCH REPORT

Office of Research and Planning

Research Report #68 April, 1974

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Perceived Goals of Macalester College

Jack E. Rossmann*

Few organizations can thrive without a clear sense of direction and a relatively high degree of goal consensus among the various sub-groups which comprise the organization. Colleges and universities are no exception.

College goal statements can, of course, be developed in a variety of ways. Charismatic individuals with a strong sense of purpose may attract others who are willing to share the "leader's" sense of direction. A more common approach is to have committees comprised of representatives of the various constituencies draft statements of purpose which are then eventually adopted by their colleagues.

At least one other approach to goal development is now being tried at some colleges and universities. Numerous goal statements are presented to college sub-groups (e.g., faculty members, students, trustees, administrators) and the respondents are asked to assess the current and desired importance of each goal. The results from such a survey of perceived goals of Macalester College provide the focus for this report.

Other Research on Goals

Three major empirical examinations of college goals have been conducted. The first was a 1964 study by Gross & Grambsch (1968). They presented 47 goal statements to faculty members and administrators at 68 non-denominational Ph.D.-granting universities. Respondents were asked to assess the importance of each goal at their institution at the present time and the importance which they felt should be attached to it. When the faculty and administration responses were combined, the seven top-ranked "is" goals were:

1. Protect the faculty's right to academic freedom.
2. Increase or maintain the prestige of the university.
3. Maintain top quality in those programs felt to be especially important.
4. Ensure the continued confidence and hence support of those who contribute substantially to the finances and other material resource needs of the university.
5. Keep up to date and responsive.
6. Train students in methods of scholarship and/or scientific research and/or creative endeavor.
7. Carry on pure research.

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* I would like to thank David Moerman for his computer programming assistance on this project and Janis Weiss and Ruthena Fink for their editorial suggestions.

"Should-be" rankings were similar to those above except that item 6 on the "is" ranking increased to the second position on "should be." A statement reading "Produce a student who has his intellect cultivated to the maximum" was ranked third on the "should be" listing. In general, Gross & Grambsch found no major differences between administration and faculty responses, and there was a relative lack of importance attached to student-related goals.

The Danforth Foundation (1969) revised the Gross & Grambsch instrument and administered it to administrators, faculty members, and students at 13 private liberal arts colleges and one private junior college. Respondents from these institutions stressed the importance of teaching and student-oriented activities and attached a relative lack of importance to research-related activities. While there were sizable differences between perceived and preferred goals, there was general agreement among administrators, faculty, and students on both goal areas.

Peterson (1973), in the largest study of its kind, used the Instituional Goals Inventory to collect data from more than 20,000 students, faculty members, administrators, governing board members, and local community members affiliated with 116 colleges and universities in the state of California. These data indicated that some goal areas (intellectual orientation, as a student outcome goal, and community as a process goal) were ranked highly by most constituencies in all four segments of the California higher education system (the University of California, California state colleges & universities, the community colleges, and the private institutions.

Some goals, on the other hand, received high rankings from one segment but not from others. For example, advanced training was seen as an important goal by the university constituencies, vocational preparation received high ratings in the community colleges, and individual personal development was seen as important among the private colleges.

Other goals received consistently low rankings among all segments--traditional religiousness, social criticism, social egalitarianism, off-campus learning, and accountability/efficiency.

Rank order correlations on the 20 scales among constituent groups (e.g., faculty members and administrators) ranged from: .54 to .96 among University of California respondents; .66 to .96 among California state universities and college respondents; .77 to 1.00 among community college respondents; and .78 to .97 among private institutions. Among all types of institution in the California study, the lowest correlations were between governing board members and students.

Method

The Macalester study used the Institutional Goals Inventory (IGI) which was developed by the Educational Testing Service (ETS) and was used in

the California study cited above. The IGI consists of 90 goal statements, to which locally developed items can be added. In the Macalester study 10 additional items were developed for a total of 100. Respondents were asked to rate the relative importance of each goal along a five-point continuum (5 = extremely important, 1 = of no importance). This rating was done twice for each item. The respondent first was asked to rate what he or she preceived as the importance of each item at the College at present (the "Is" rating). Second, respondents rated the importance they thought the College should attach to that goal area (the "Should Be" rating).

In mid-September, 1973, the 100 item IGI was sent to eight groups affiliated with Macalester: Trustees (N=29); the alumni board of directors (N=38); full-time administrators (N=48); academic department chairmen (N=25); all other full-time faculty members who were on campus during the fall term (N=102); a random sample of the clerical staff (N=50); a random sample of upperclass students (N=300); and a random sample of freshmen (N=100). Table 1* presents the number and percentage of completed questionnaires returned by each group. It should be noted that the rate of return from trustees, faculty members, and administrators was quite good while the percentage of response from students was comparatively low.

Results

Six questions guided the data analysis: (1) What was the degree of similarity among the responses of each of the eight sub-groups? If the sub-group responses were combined, (2) What was the rank order of the "Is" responses? (3) What was the rank order of the "Should Be" responses? (4) On what items was there the greatest discrepancy between the "Is" and "Should Be" responses? (5) To what extent did the IGI responses support the statement of College goals adopted by the Board of Trustees in 1971? (6) How did the Macalester data relate to those collected at other colleges?

Congruence Among Sub-groups

Developers of the IGI have grouped 80 of its items into 20 scales** of four items each and have divided these goal areas between output and process goals. Output goals are defined as those which are desired states which the College seeks to realize, while process goals are those which facilitate the achievement of outcome goals.

Tables 2 and 3*** present the relative importance assigned to the 20 scales by each of the eight sub-groups on both the "Is" and "Should Be" Dimensions. It can be noted that the relative rankings among the eight groups were highly similar.

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* Tables are at the end of the report.

** Descriptions of these goal areas may be found in Figure 1.

*** Item responses for all items for each sub-group may be obtained from the Office of Research and Planning.

To measure the degree of relationship between the sub-groups, rank-order correlations (Rho) were calculated. All of these correlations were above .75* and most were above .85 supporting the suggestion of a high degree of congruence among the various college constituencies.

In general, the "Should Be" correlations were higher than the "Is" correlations. Lowest "Is" correlations were between Trustees and Administrators (.77) and between Administrators and Freshmen (.77). The lowest "Should Be" correlation was between Trustees and Freshmen (.76). Trustees/Administrators correlation on the "Should Be" dimension was .93, the same as that between Administrators and Freshmen.

An examination of the process vs. outcome goal dimension indicates the perceived importance of process goals among all Macalester sub-groups. On both the "Is" and "Should Be" dimensions, five of the seven process goals ranked in the top half among all goal areas for most sub-groups. The "community" goal area ranked either first or second for all sub-groups on the "Should Be" dimension.

Current Goal Perceptions

The goal areas outlined above provide a useful means of summarizing individual goal statements and of assessing congruence among the sub-groups. The IGI outcomes, however, can probably be used most meaningfully by an institution through an examination of individual item responses. Since study of 100 items for each of eight sub-groups becomes a somewhat unwieldy task, it was decided to combine the responses from the eight constituent groups. This seemed particularly appropriate because of the high congruence among the sub-group responses. The data were combined by calculating the mean of the eight sub-group means.

Tables 4 and 5 contain the top 10 and the bottom 10 "Is" goal statements for the combined groups.** The highest ranking goals presented a mixture of concern for ethnic diversity among the students, academic and personal freedom, and the development of an intellectually stimulating college which provides consortium arrangements with other colleges.

At the other end of the continuum, those goals perceived as least important at the present time included those with a religious orientation, goals which were highly vocational in nature, goals suggesting the development of graduate programs, and goals related to the awarding of credit by examination and involvement in contract research.

Preferred Goals

Tables 6 and 7 present the 10 goals ranked highest and lowest by the combined groups on the "Should Be" dimension. Four goal statements related

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* A correlation of 1.00 would indicate a perfect rank-order relationship.

** Appendix A presents the "Is" and "Should Be" average scores and rank for all 100 goals statements.

to communication and trust among various campus groups emerged among the top 10. A second emphasis related to the individualization of the teaching/learning process and the importance of instruction related to methods of scholarly inquiry. Four goals appeared among the top 10 on both "Is" and "Should Be" dimensions. These included two goals related to academic freedom, one concerned with creating an intellectually stimulating institution, and one dealing with an understanding of people from diverse backgrounds.

There were essentially no changes in the bottom 10 goals between "Is" and "Should Be." One of the religious items moved up slightly in the ranking and an item relating to excellence in intercollegiate athletics joined the 10 least desired goals.

Discrepancy Between Is and Should Be

In trying to relate the outcomes of this survey to College planning and decision-making, it would seem to be particularly important to determine those items on which there were large and small discrepancies between the Is and Should Be scores. This should help provide a focus for determining areas in which decision-makers might focus their efforts.

Table 8 presents the 10 items in which there was the greatest discrepancy between the Is and Should Be responses. For all of these items, the Should Be score was greater than the Is score. A wide range of items was included in these discrepant responses. The item on which the greatest change was perceived as being needed related to the dormitories. Other goals focused on: improvement of communication and trust among various College groups; increasing opportunities for continuing education among adults; increased faculty commitment to the institution*; and five items related to curricular modification and improvement of opportunities for personal and intellectual development among students.

Data in Table 9 include those items in which there was least discrepancy between Is and Should Be responses plus the four items on which the Is mean score was greater than the Should Be mean score. These ten items suggest a leveling of interest in programs for disadvantaged students. There also appeared to be no interest in increasing the use of a cost-effectiveness model, in further emphasis on preparation for graduate school, or in expanding consortium opportunities. Freedom of choice of life style was also seen as adequate at present. Achieving excellence in intercollegiate athletics, performing contract research, and the development of professional schools were viewed as low priorities at present, and there was little interest in changing their importance.

Relationship to Board-Adopted Statement of Objectives

In May, 1971, Macalester's Board of Trustees adopted a statement

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* It should be noted that the least discrepancy between Is and Should Be on this item was among trustees, alumni, and freshmen. These three groups had higher Is scores than the other five groups.

of College objectives which had been previously endorsed by the faculty. In trying to relate this document to the IGI, there appeared to be at least 17 statements for which there were relevant IGI items. These statements and IGI data are presented in Table 10.

Examination of these data suggested strong attitudinal endorsement for most of these 17 assertions. With a few exceptions, the Should Be rank of the items exceeded the Is rank, and for most items even the Is rank placed the item within the top 50 items.

The IGI results provided strong support for many of the statements of objectives. These included: students and faculty working together; the sharing of a sense of community; central importance of teaching and learning; development of knowledge acquisition skills; attracting high ability students; ensuring equal employment opportunities; provision of opportunities for self-instruction; student involvement in study abroad programs; and participation in consortia with other colleges. It should be noted that in these last two areas even though the Should Be ranking placed the items in the top half, the Should Be rank was well below the Is.

There were exceptions to these patterns, however. Some of the exceptions may simply be due to items whose wording failed to capture the true intent of those who developed and endorsed the College's statement of objectives. However, there may be some areas in which the consensus of the College community (as measured by the IGI) is at variance with the objectives statement.

The areas in which there seemed to be discrepancies between the IGI and the statement of objectives included:

(1) Enrolling older students - While the rank order of this item increased significantly on the Should Be dimension, it still remained in the bottom half among all goal statements.

(2) Support for faculty research and scholarly work - To the extent that the IGI items captured the intent of the objectives statement, faculty research and scholarship seemed to receive relatively low priority among the IGI respondents.

(3) Religion and the College - It is in this area that the IGI items may least adequately represent the statement adopted by the Board of Trustees. None of the four IGI items with a religious orientation, however, was viewed as an important goal of the College. All were ranked among the bottom 10 or 11 goals on both the Is and Should Be dimensions.

While the college objectives statement was somewhat ambiguous with regard to vocationally-oriented courses, it seemed to suggest that highly vocationally-oriented statements in the IGI ought to be low-ranked. With the exception of the item related to career relevant internships, that was the case.

Other objectives received only moderate support from the IGI outcomes. These statements included those concerned with heterogeneity of personnel and enrollment of minority students; communication between the campus community and society; and improving the students' understanding of the urban society. It should be noted that particularly with regard to student recruitment and the provision of educational experiences relevant to racial minorities, there was apparently a desire to place less emphasis in these areas in the future.

To the extent, therefore, that the IGI items adequately measured the official College statement of objectives, the results were generally supportive of the 1971 document. Deviations from this support may reflect inadequate items, shifts in perceived priorities during the past two years, or inaccurately perceived priorities when the official document was being prepared in 1970-71. It can be argued, of course, that an official statement of objectives ought to set directions and need not simply reflect consensus among various constituencies.

Comparison with another college

Analyses of the IGI data which make comparisons among groups within the College, consider discrepancies on the Is or Should Be dimensions, or compare "official" College objectives with the IGI responses can be of assistance in the College planning process. These internal comparisons, however, do not consider the extent to which the Macalester data may be similar to or different from the data of other liberal arts colleges.

Extensive normative comparisons are not available at the present time, but ETS has published data from a 1971 pilot study (Peterson 1971) which included data from trustees, faculty members, and students at an "independent liberal arts college (with a) historic tie with the Presbyterian Church." (p. 8)

The data in Table 11 report comparison data between the two colleges for 19 goal areas which were common to both the 1971 pilot test and the instrument used at Macalester in 1973. An examination of the rank order among the 19 goal areas for each of the three college constituencies indicated striking similarities between the two colleges. Rank order correlation between the two groups of faculty was .94; student correlation was .93; and trustee correlation was .85. The trustees of the pilot study college (College X) attached somewhat greater importance to the vocational preparation dimension than did the trustees of Macalester and Macalester's trustees ranked the humanism/altruism dimension higher than did the trustees of College X.

Peterson also presented Is and Should Be discrepancy data for faculty members at College X, and again the results were very similar to the Macalester data. The two goal areas in which there was greatest Is/Should Be discrepancy at both institutions were community and intellectual orientation.

Using the limited comparison data which were available, then, the responses of Macalester's faculty, students, and trustees appeared to be

very similar to those of these same groups at another private liberal arts college with historical Presbyterian ties.

Some Concluding Comments

Interpreting a large array of data is never an easy task, and it might well be best to let each reader reach his or her own conclusions. On the other hand, an investigator who has spent a fair amount of time working with data has some obligation to share his reactions to the outcomes. My interpretation of some of the highlights follow; I would welcome yours.

1. I think these are significant data. To the best of my knowledge, this is the first time in the past 10 years that all constituencies of the College were asked to participate in the same research project. The percentage of cooperation was very good from most groups, and the results, therefore, ought not to be taken lightly.

2. Despite frequent debate and occasional dissension among various College constituencies during the past few years, there seems to be a high level of agreement among the groups included in this study as to the goals toward which the College should strive. Agreement was greater on the preferred goals than on perceptions of current goals, but on both dimensions, the rank ordering of goal areas was very similar among groups.

3. When data for all groups were combined, a relatively clear ranking of preferred goal priorities emerged. Process goals, especially those concerned with facilitating a sense of community and ensuring academic freedome, were viewed as particularly important. Preferred outcome goals revolved around student development with an emphasis on self-directed learning and methods of scholarly inquiry. While improved understanding of people from diverse backgrounds was seen as an important goal, support for the recruitment of and provision for relevant educational experiences for racial/ethnic minority students was less on the Should Be than on the Is dimension.

4. The items with greatest discrepancy between the Is and Should Be dimensions highlighted once again the perceived importance of open communication and establishing a climate of trust. In addition, dormitory improvement emerged as the single most important goal. The Is/Should Be discrepancy on the dormitory goal was particularly large among faculty members and administrators. Other possible "areas for action" which grew out of the discrepancy findings included the development of an educational program related to adults and expansion of student internships and other career-related programs.

5. The IGI data provided good support to most of the 1971 statement of objectives adopted by the Board of Trustees. While item inadequacy may be at least partially the cause, there were at least two areas in which IGI results did not support the Board document. Goals related to the religious dimension were ranked near the bottom among the 100 items, and goals concerned with a research orientation among faculty members ranked well down in the bottom half of the goal statements.

6. Few IGI data were available which permitted comparisons with other colleges. However, the results were strikingly similar to those from one other private liberal arts college with ties to the Presbyterian Church.

While many goals are probably common to most institutions of higher education, the results of this project were quite different in at least one dimension from the findings reported by Gross and Grambsch in their study of the goals of Ph.D.-granting institutions cited earlier. Intellectual and non-intellectual growth and development of students is now and continues to be a vital concern of the various College constituencies.

It is hoped that the results of this project will help put Macalester's current goals in perspective and will sharpen discussion about possible directions for change.

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Peterson, Richard E. College Goals and the Challenge of Effectiveness. Princeton: Educational Testing Service, 1971.

Peterson, Richard E. Goals for California Higher Education; A Survey of 116 College Communities. Berkeley: Educational Testing Service, 1973.

"A Report: College Goals and Governance." Danforth News and Notes. St. Louis, Mo.: Danforth Foundation, November, 1969.

Figure 1. Descriptions of the 20 Goals Areas in the Institutional Goals Inventory

OUTCOME GOALS

Academic Development - this goal has to do with acquisition of general and specialized knowledge, preparation of students for advanced scholarly study, and maintenance of high intellectual standards on the campus. (1,4,6,9,*

Intellectual Orientation - this goal area relates to an attitude about learning and intellectual work. Likewise, some conception of the scholarly, rational, analytical, inquiring mind has perhaps always been associated with the academy or university. (2,5,7,10)

Individual Personal Development - this goal area means identification by students of personal goals and development of means for achieving them, enhancement of sense of self-worth and self-confidence. (3,8,11,13)

Humanism/Altruism - this goal area reflects a respect for diverse cultures, commitment to working for world peace, consciousness of the important moral issues of the time, and concern about the welfare of man generally. (14,17,20,23)

Cultural/Aesthetic Awareness - this goal area entails a heightened appreciation of a variety of art forms, requried study in the humanities or arts, exposure to forms of non-Western art, and encouragement of active student participation in artistic activities. (15,18,21,24)

Traditional Religiousness - this goal area is intended to mean a religiousness that is orthodox, doctrinal, usually sectarian, and often fundamental -- in short, traditional rather than "secular" or "modern". (16,19,22,25)

Vocational Preparation - this goal area means offering: specific occupational curricula (as in accounting or nursing), programs geared to emerging career fields, opportunities for retraining or upgrading skills, and assistance to students in career planning. (26,30,36,38)

Advanced Training - this goal area can be most readily understood simply as the availability of post-graduate education. (27,31,32,41)

Research - this goal area involves doing contract studies for external agencies, conducting basic research in the natural and social sciences, and seeking generally to extend the frontiers of knowledge through scientific research. (28,34,35,37)

Meeting Local Needs - this goal area is defined as providing for continuing education for adults, serving as a cultural center for the community, providing trained manpower for local employers, and facilitating student involvement in community-service activities. (29,33,39,40)

Public Service - this goal area means working with governmental agencies in social and environmental policy formation, committing institutional resources to the solution of major social and environmental problems, training people from disadvantaged communities, and generally being responsive to regional and national priorities in planning educational programs. (44,47,50,51)

* Numbers in parenthesis refer to the four goal statements that make up each goal area.

over

Social Egalitarianism - this goal area has to do with open admissions and meaningful education for all admitted, providing educational experiences relevant to the evolving interests of minority groups and women, and offering remedial work in basic skills (42,45,48,52)

Social Criticism/Activism - this goal area means providing criticisms of prevailing American values, offering ideas for changing social institutions judged to be defective, helping students learn how to bring about change in American society, and being engaged, as an institution, in working for basic changes in American society. (43,46,49,53)

PROCESS GOALS

Freedom - this goal area is defined as protecting the right of faculty to present controversial ideas in the classroom, not preventing students from hearing controversial points of view, placing no restrictions on off-campus political activities by faculty or students, and ensuring faculty and students the freedom to choose their own life styles. (54,57,60,63)

Democratic Governance - this goal area means decentralized decision-making arrangements by which students, faculty, administrators, and governing board members can all be significantly involved in campus governance; opportunity for individuals to participate in all decisions affecting them; and governance that is genuinely responsive to the concerns of everyone on the institution. (55,58,61,64)

Community - this goal area is defined as maintaining a climate in which there is faculty commitment to the general welfare of the institution, open and candid communication, open and amicable airing of differences, and mutual trust and respect among students, faculty, and administrators. (56,59,62,65)

Intellectual Aesthetic Environment - this goal area means a rich program of cultural events, a campus climate that facilitates student free-time involvement in intellectual and cultural activities, an environment in which students and faculty can easily interact informally, and a reputation as an intellectually exciting campus. (66,69,73,76)

Innovation - this goal area is defined as a climate in which continuous innovation is an accepted way of life, it means established procedures for readily initiating curricular or instructional innovations, and, more specifically, it means experimentation with new approaches to individualized instruction and to evaluating and grading student performance. (67,70,74,77)

Off-Campus Learning - this goal area includes time away from the campus in travel, work-study, VISTA work, etc; study on several campuses during undergraduate programs; awarding degrees for supervised study off the campus; awarding degrees entirely on the basis of performance on an examination. (68,72,75,78)

Accountability/Efficiency - this goal area is defined to include use of cost criteria in deciding among program alternatives, concern for program efficiency, accountability to funding courses for program effectiveness, and regular submission of evidence that the institution is achieving stated goals. (79,81,83,87)

Miscellaneous goal statements not included in goal areas (12,71,80,82,84,85,86,88,89,90-100)

Table 1. Rates of Response To IGI

	Trustees	Alumni	Admin.	Dept. Chm.	Fac.	Staff	Upper-Class	Fresh.
No. of Questionnaires Sent	29	38	48	25	102	50	300	100
No. of Questionnaires Received	23	22	35	21	80	24	104	36
Percentage of Response	79%	58%	73%	84%	78%	48%	35%	36%

Table 2. IGI "IS" Rank Order

		Trustees N=23	Alumni N=22	Admin. N=35	Dept. Chm. N=21	Faculty N=80	Bi-Weekly N=24	Upper Classmen N=104	Freshmen N=36
P	*Community	1	3	15	7	9	7	7	2
O	Academic Development	2	5	2	6	3	2	2	3
P	Intellectual/Aesthetic Environment	3	2	5	3	5	5	3	4
P	Freedom	4	1	1	1	1	1	1	1
O	Intellectual Orientation	5	6	3	4	6	3	4	6
P	Democratic Governance	6	10	11	8	10	6	11	7
O	Individual Personal Dev.	7	9	8	10	7	9	14	10
P	Accountability/Efficiency	8	7	6	13	8	8	6	8
O	Humanism/Altruism	9	4	4	5	4	4	8	9
P	Innovation	10	8	7	2	2	11	5	5
O	Cultural/Aesthetic Awareness	11	13	9	9	12	10	9	12
O	Social Egalitarianism	12	14	10	12	11	14	12	16
O	Public Service	13	12	14	11	13	13	16	17
P	Off-campus Learning	14	16	13	15	15	15	10	11
O	Meeting Local Needs	15	15	16	16	16	17	15	15
O	Social Criticism/Activism	16	11	12	14	14	12	13	13
O	Vocational Preparation	17	17	18	18	18	18	18	18
O	Research	18	18	17	17	17	16	17	14
O	Traditional Religiousness	19	19	19	19	20	20	20	20
O	Advanced Training	20	20	20	20	19	19	19	19

*P indicates a process goal, while O indicates an outcome goal.

Table 3. IGI "Should Be" Rank Order

		Trustees N=23	Alumni N=22	Admin. N=35	Dept. Chm. N=21	Faculty N=80	Bi-Weekly N=24	Upper-classmen N=104	Freshmen N=36
P	Community	1	1	1	1	2	1	1	2
O	Individual Personal Dev.	2	3	3	6	6	2	4	3
O	Intellectual Orientation	3	2	2	3	1	3	3	4
P	Intellectual Aesthetic Env.	4	6	5	4	4	4	5	5
P	Accountability/Efficiency	5	9	10	9	11	8	12	17
O	Academic Development	6	8	8	5	5	5	9	9
O	Humanism/Altruism	7	4	6	7	7	7	8	8
P	Freedom	8	5	4	2	3	9	2	1
P	Democratic Governance	9	7	7	10	8	6	6	6
P	Innovation	10	10	9	8	9	10	7	7
O	Cultural/Aesthetic Awareness	11	12	11	11	10	11	11	11
O	Meeting Local Needs	12	15	16	12	13	16	15	16
O	Social Egalitarianism	13	16	14	14	14	14	14	15
P	Off-campus Learning	14	17	13	17	17	17	13	12
O	Public Service	15	14	15	16	15	12	16	14
O	Social Criticism/Activism	16	11	12	13	12	13	10	10
O	Vocational Preparation	17	13	17	15	16	15	17	13
O	Traditional Religiousness	18	19	19	19	19	18	20	20
O	Research	19	18	18	18	18	19	18	18
O	Advanced Training	20	20	20	20	20	20	19	19

Table 4

Ten Highest "IS" Goals

Item No.	Item	Average Score	Rank
100	To actively recruit students from racial/ethnic minority backgrounds	3.96*	1
54	To ensure that students are not prevented from hearing speakers presenting controversial points of view...	3.83	2
63	To protect the right of faculty members to present unpopular or controversial ideas in the classroom...	3.82	3
72	To participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	3.78	4
57	To ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	3.78	5
60	To place no restrictions on off-campus political activities by faculty or students...	3.77	6
1	To help students acquire depth of knowledge in at least one academic discipline...	3.69	7
17	To help students understand and respect people from diverse backgrounds and cultures...	3.64	8
99	To ensure equal employment opportunities on campus for women and members of racial/ethnic minorities.	3.61	9
76	To create an institution known widely as an intellectually exciting and stimulating place...	3.60	10

*1 = of no importance or not applicable
2 = of low importance
3 = of medium importance
4 = of high importance
5 = of extremely high importance

Table 5

Ten Lowest "IS" Goals

Item No.	Item	Average Score	Rank
39	To provide skilled manpower for local area business, industry, and government	1.95	91
22	To develop students ability to understand and defend a theological position	1.94	92
16	To educate students in a particular religious heritage	1.87	93
25	To help students develop a dedication to serving God in everyday life	1.78	94
19	To help students become aware of the potentialities of a full-time religious vocation	1.74	95
78	To award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.61	96
28	To perform contract research for government, business, or industry	1.57	97
32	To offer graduate programs in such "newer" professions as engineering, education, and social work	1.53	98
36	To provide retraining opportunities for individuals whose job skills have become out of date	1.53	99
27	To develop what would generally be regarded as a strong and comprehensive graduate school	1.45	100

Table 6

Ten Highest "Should Be" Goals

Item No.	Item	Average Score	Rank
65	To maintain a climate of mutual trust and respect among students, faculty, and administrators...	4.44	1
76	To create an institution known widely as an intellectually exciting and stimulating place...	4.36	2
3	To help students identify their own personal goals and develop means of achieving them...	4.35	3
62	To maintain a campus climate in which differences of opinion can be aired openly and amicably...	4.32	4
59	To maintain a climate in which communication throughout the organizational structure is open and candid...	4.30	5
5	To increase the desire and ability of students to undertake self-directed learning...	4.26	6
17	To help students understand and respect people from diverse backgrounds and cultures...	4.21	7
2	To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	4.20	8
63	To protect the right of faculty members to present unpopular or controversial ideas in the classroom...	4.18	9
54	To ensure that students are not prevented from hearing speakers presenting controversial points of view...	4.18	10

Table 7

Ten Lowest "Should Be" Goals

Item No.	Item	Average Score	Rank
39	To provide skilled manpower for local area business, industry, and government	2.33	91
25	To help students develop a dedication to serving God in everyday life	2.33	92
86	To excel in intercollegiate athletic competition	2.29	93
16	To educate students in a particular religious heritage	2.13	94
36	To provide retraining opportunities for individuals whose job skills have become out of date	2.13	95
19	To help students become aware of the potentialities of a full-time religious vocation	2.11	96
78	To award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.99	97
32	To offer graduate programs in such "newer" professions as engineering, education, and social work	1.85	98
28	To perform contract research for government, business, or industry	1.75	99
27	To develop what would generally be regarded as a strong and comprehensive graduate school.	1.67	100

Table 8

Ten Goals With Greatest Discrepancy Between "IS" and "Should Be" Responses

Item No.	Item	Average Scores Is	Should Be	Discrepancy
92	To provide dormitories which are comfortable, secure, and supportive of intellectual pursuits.	2.80	4.11	1.30
65	To maintain a climate of mutual trust and respect among students, faculty, and administrators...	3.25	4.44	1.19
59	To maintain a climate in which communication throughout the organizational structure is open and candid...	3.14	4.30	1.16
29	To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	2.08	3.21	1.13
56	To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	3.08	4.16	1.08
98	To provide opportunities for career relevant student internships...	2.67	3.73	1.06
13	To help students be open, honest, and trusting in their relationships with others...	2.86	3.90	1.04
10	To instill in students a life-long commitment to learning...	3.10	4.11	1.01
11	To help students achieve deeper levels of self-understanding...	2.95	3.94	.99
30	To develop educational programs geared to new and emerging career fields...	2.49	3.48	.99

Table 9

Ten Goals With Least Discrepancy Between "IS" and "Should Be" Responses or With "IS" Response Greater Than "Should Be"

Item No.	Item	Average Scores: Is	Should Be	Discrepancy
100	To actively recruit students from racial/ethnic minority backgrounds	3.96	3.59	-.37
79	To apply cost criteria in deciding among alternative academic and non-academic programs...	3.18	3.07	-.11
45	To move or to maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted...	2.59	2.58	-.01
6	To prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school...	3.48	3.47	-.01
57	To ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)...	3.78	3.79	.01
52	To provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	3.60	3.63	.03
72	To participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	3.78	3.82	.04
86	To excel in intercollegiate athletic competition	2.16	2.29	.13
28	To perform contract research for government, business, or industry...	1.57	1.75	.18
31	To prepare students in one or more of the traditional professions, e.g., law, medicine, architecture...	2.60	2.79	.19

Table 10.
Relationship of IGI Items To 1971 Statement of College Objectives

		IS		Should Be	
		Average Score	Rank	Average Score	Rank
1.	We believe in the advantages of students and faculty closely engaged in common pursuits.				
Item No.					
69	To create a campus climate in which students spend much of their free time in intellectual and cultural activities	3.26	28	4.11	14
95	To maximize individualized interaction between faculty and students	3.10	44	3.91	30
2.	We believe...(in the) close association of members of a heterogeneous group				
17	To help students understand and respect people from diverse backgrounds and cultures...	3.64	9	4.21	7
52	To provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians...	3.60	12	3.63	50
99	To ensure equal employment opportunities on campus for women and members of racial/ethnic minorities	3.61	10	4.10	16
100	To actively recruit students from racial/ethnic minority backgrounds	3.96	1	3.54	52
3.	We believe (in sharing) a sense of community.				
58	To develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance...	3.32	25	3.84	34
59	To maintain a climate in which communication throughout the organizational structure is open and candid...	3.14	40	4.30	5
62	To maintain a campus climate in which differences of opinion can be aired openly and amicably...	3.43	19	4.32	4
65	To maintain a climate of mutual trust and respect among students, faculty, and administrators...	3.25	29	4.44	1

	Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
4.		We believe that teaching and learning are the central activities of this institution.				
	9	To hold students throughout the institution to high standards of intellectual performance...	3.19	33	3.87	33
	10	To instill in students a life-long commitment to learning	3.10	43	4.10	13
	12	To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency...	3.11	42	3.92	29
	56	To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers...	3.08	45	4.16	11
5.		The primary responsibility of a student at Macalester is to develop skills in the methods by which knowledge is acquired and critically evaluated.				
	2	To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution...	3.51	13	4.20	8
	7	To develop students' ability to synthesize knowledge from a variety of sources...	3.19	34	4.10	21
6.		The College seeks to attract and admit students of high intellectual ability and promise.				
	76	To create an institution known widely as an intellectually exciting and stimulating place...	3.60	11	4.36	2
7.		(The College) seeks to enroll significant numbers of qualified students from minority groups in this country.				
	44	To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	3.48	16	3.70	45

		IS		Should Be	
		Average Score	Rank	Average Score	Rank
7. (continued) (The College seeks to enroll significant numbers of qualified students from inority groups in this country.					
100	To actively recruit students from racial/ethnic minority backgrounds	3.96	1	3.59	52
8. Greater heterogeneity of age in the student body should be achieved by encouraging the enrollment of qualified individuals older than the average undergraduate.					
29	To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis...	2.08	89	3.21	71
9. Efforts should be made to increase the representation of minority groups and of women on the faculty.					
99	To ensure equal employment opportunities on campus for women and members of racial/ethnic minorities.	3.61	10	4.10	16
10. Such specifically vocation-oriented courses as (the College) offers are restricted as to number and range and guided as to focus and method by the liberal arts objectives of the College.					
26	To provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing...	2.28	86	3.11	76
32	To offer graduate programs in such "newer" professions as engineering, education, and social work...	1.53	98	1.86	98
39	To provide skilled manpower for local-area business, industry, and government...	1.95	91	2.33	91
98	To provide opportunities for career relevant student internships	2.67	71	3.73	43

		IS		Should Be	
		Average Score	Rank	Average Score	Rank
11.	The academic departments should provide opportunities for self-instruction by the student through such means as "independent study" courses, the use of procedures for earning full course credit by examination, or the availability of options within the structure of regular courses.				
Item No.					
5	To increase the desire and ability of students to undertake self-directed learning...	3.42	20	4.26	6
74	To experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs...	3.45	18	3.69	47
77	To create procedures by which curricular or instructional innovations may be readily initiated...	3.23	30	3.88	32
12.	The College must support continued research and scholarly work by its faculty members, both in their areas of academic specialty and in their role as professional teachers.				
28	To perform contract research for government, business, or industry...	1.57	97	1.75	99
34	To conduct basic research in the natural sciences...	2.48	79	2.79	84
35	To conduct basic research in the social sciences...	2.59	74	2.98	80
37	To contribute, through research, to the general advancement of knowledge...	2.77	65	3.18	73
41	To conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs...	2.05	90	2.39	89
13.	Macalester College seeks to maintain and develop effective channels of communication between the campus community and society, providing means for the continuing exchange of persons and ideas between the two.				
33	To serve as a cultural center in the community served by the campus...	2.97	54	3.56	55

	Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
13. (continued) Macalester College seeks to maintain and develop effective channels of communication between the campus community and society, providing means for the continuing exchange of persons and ideas between the two.						
	40	To facilitate involvement of students in neighborhood and community-service activities...	3.38	21	3.57	53
	73	To sponsor each year a rich program of cultural events -- lectures, concerts, art exhibits, and the like...	3.49	15	3.96	25
14. The College endeavors to provide interested and qualified students with opportunities to study in foreign countries in the regular academic terms, in Interim term, and during summer vacations.						
	68	To encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc....	3.50	14	3.77	40
15. Macalester seeks to develop in its students a knowledge and understanding of the urbanization of our society and of the problems and resources of its urban community.						
	40	To facilitate involvement of students in neighborhood and community-service activities...	3.38	21	3.57	53
	44	To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities...	3.48	16	3.70	45
16. Macalester College cooperates with other colleges and universities through consortia and other means of interinstitutional cooperation.						
	72	To participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years...	3.78	5	3.82	36

17. It is the policy of Macalester College...to involve both the College and the (United Presbyterian) Church (in the U.S.A.) with the rest of the ecumenical family in ministry to individuals through opportunities for worship, the development of Christian communities, and the facilitating of action born of Christian conviction.

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
16	To educate students in a particular religious heritage...	1.87	93	2.13	94
19	To help students become aware of the potentialities of a full-time religious vocation...	1.74	95	2.11	96
22	To develop students' ability to understand and defend a theological position...	1.94	92	2.38	90
25	To help students develop a dedication to serving God in everyday life...	1.78	94	2.33	92

Table 11.
A Comparison Between Macalester and Another Private Liberal Arts College

		Faculty				Students				Trustees			
		College X (N=78)		Macalester (N=80)		College X (N=90)		Macalester (N=103)		College X (N=11)		Macalester (N=23)	
		Should Be	Rank	Should Be	Rank	Should Be	Rank	Should Be	Rank	Should Be	Rank	Should Be	Rank
	Output Goal Areas												
1.	Academic Development	4.01	6	3.99	5	3.72	9	3.55	9	3.46	8	3.73	6
2.	Intellectual Orientation	4.41	1	4.34	1	4.14	1	4.00	3	4.08	2	4.14	3
3.	Individual/Personal Development	3.93	7	3.81	6	3.92	6	3.97	4	3.96	3	4.20	2
4.	Humanism/Altruism	4.12	4	3.70	7	4.04	3	3.69	8	3.58	14	3.69	7
5.	Cultural/Esthetic Awareness	3.34	10	3.57	10	3.53	10	3.44	11	2.94	12	3.20	11
6.	Traditional Religiousness	2.07	19	1.95	18	2.04	19	1.86	19	2.74	13	2.32	17
7.	Vocational Preparation	2.82	15	2.90	16	3.32	13	3.09	16	3.15	10	2.66	16
8.	Advanced Training	2.06	18	1.89	19	3.12	16	2.30	18	2.57	15	1.89	19
9.	Research	2.31	17	2.66	17	2.69	18	2.78	17	2.11	19	2.19	18
10.	Meeting Local Needs	2.93	13	3.01	13	3.28	14	3.21	14	2.98	11	2.94	12
11.	Public Service	2.77	16	2.94	15	3.07	17	3.17	15	2.47	17	2.70	14
12.	Social Egalitarianism	2.85	14	2.97	14	3.17	15	3.24	13	2.51	16	2.90	13
13.	Social Criticism/Activism	3.15	11.5	3.14	12	3.47	11	3.53	10	2.40	18	2.66	15
	Process Goal Areas												
14.	Freedom	3.76	9	4.15	3	3.90	7	4.20	2	3.31	9	3.60	8
15.	Democratic Governance	4.05	5	3.68	8	3.95	5	3.91	6	3.82	6	3.54	9
16.	Community	4.25	3	4.30	2	4.06	2	4.22	1	4.44	1	4.22	1
17.	Intellectual/Esthetic Environment	4.30	2	4.13	4	3.98	4	3.93	5	3.95	4	4.00	4
18.	Innovation	3.80	8	3.60	9	3.88	8	3.81	7	3.47	7	3.49	10
19.	Accountability/Efficiency	3.15	11.5	3.50	11	3.34	12	3.38	12	3.93	5	3.85	5

Appendix A.

Average Score and Rank on Is and Should Be Dimensions for 100 Goal Statements

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
100	To actively recruit students from racial/ethnic minority backgrounds	3.96	1	3.59	52
54	To ensure that students are not prevented from hearing speakers presenting controversial points of view	3.82	2	4.18	9
63	To protect the right of faculty members to present unpopular or controversial ideas in the classroom	3.82	3	4.18	10
80	To maintain or work to achieve a reputable standing for the institution within the academic world (or in relation to similar colleges)	3.81	4	4.10	17
72	To participate in a network of colleges through which students, according to plan, may study on several campuses during their undergraduate years	3.78	5	3.82	36
57	To ensure the freedom of students and faculty to choose their own life styles (living arrangements, personal appearance, etc.)	3.78	6	3.79	38
60	To place no restrictions on off-campus political activities by faculty or students	3.77	7	4.07	20
1	To help students acquire depth of knowledge in at least one academic discipline	3.69	8	3.98	24
17	To help students understand and respect people from diverse backgrounds and cultures	3.64	9	4.21	7
99	To ensure equal employment opportunities on campus for women and members of racial/ethnic minorities	3.61	10	4.10	16
76	To create an institution known widely as an intellectually exciting and stimulating place	3.60	11	4.36	2
52	To provide educational experiences relevant to the evolving interests of Blacks, Chicanos, and American Indians	3.60	12	3.63	50
2	To teach students methods of scholarly inquiry, scientific research, and/or problem definition and solution	3.51	13	4.20	8
68	To encourage students to spend time away from the campus gaining academic credit for such activities as a year of study abroad, in work-study programs, in VISTA, etc.	3.50	14	3.77	40

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
73	To sponsor each year a rich program of cultural events - lectures, concerts, art exhibits, and the like	3.49	15	3.96	25
44	To help people from disadvantaged communities acquire knowledge and skills they can use in improving conditions in their own communities	3.48	16	3.70	45
6	To prepare students for advanced academic work, e.g., at a four-year college or graduate or professional school	3.48	17	3.47	61
74	To experiment with new approaches to individualized instruction such as tutorials, flexible scheduling, and students planning their own programs	3.45	18	3.69	47
62	To maintain a campus climate in differences of opinion can be aired openly and amicably	3.43	19	4.32	4
5	To increase the desire and ability of students to undertake self-directed learning	3.42	20	4.26	6
40	To facilitate involvement of students in neighborhood and community service activities	3.38	21	3.57	53
3	To help students identify their own personal goals and develop means of achieving them	3.37	22	4.35	3
14	To encourage students to become conscious of the important moral issues of our time	3.34	23	3.96	26
55	To acquaint students with forms of artistic or literary expression in non-Western countries	3.33	24	4.00	22
58	To develop arrangements by which students, faculty, administrators, and trustees can be significantly involved in campus governance	3.32	25	3.84	34
18	To require students to complete some course work in the humanities or arts	3.28	26	3.57	54
4	To ensure that students acquire a basic knowledge in the humanities, social sciences, and natural sciences	3.27	27	3.93	28
69	To create a climate in which students and faculty may easily come together for informal discussions of ideas and mutual interests	3.26	28	4.11	14

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
65	To maintain a climate of mutual trust and respect among students, faculty, and administrators	3.25	29	4.44	1
77	To create procedures by which curricular or instructional innovations may be readily initiated	3.23	30	3.88	32
64	To assure individuals the opportunity to participate or be represented in making any decisions that affect them	3.22	31	4.10	18
43	To provide critical evaluation of prevailing practices and values in American society	3.22	32	3.79	37
9	To hold students throughout the institution to high standards of intellectual performance	3.19	33	3.87	33
7	To develop students' ability to snythesize knowledge from a variety of sources	3.19	34	4.06	21
83	To be concerned about the efficiency with which college operations are conducted	3.18	35	3.99	23
79	To apply cost criteria in deciding among alternative academic and non-academic programs	3.18	36	3.07	77
84	To be organized for continuous short-, medium-, and long-range planning for the total institution	3.18	37	4.12	12
8	To help students develop a sense of self-worth, self-confidence, and a capacity to have an impact on events	3.18	38	4.09	19
70	To experiment with different methods of evaluating and grading student performance	3.16	39	3.45	62
59	To maintain a climate in which communication throughout the organizational structure is open and candid	3.14	40	4.30	5
67	To build a climate on the campus in which continuous educational innovation is accepted as an institutional way of life	3.12	41	3.70	46
12	To ensure that students who graduate have achieved some level of reading, writing, and mathematics competency	3.11	42	3.92	29
10	To instill in students a life-long commitment to learning	3.10	43	4.11	13
95	To maximize individualized interaction between faculty and students	3.10	44	3.91	30

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
56	To maintain a climate in which faculty commitment to the goals and well-being of the institution is as strong as commitment to professional careers	3.08	45	4.16	11
71	To maintain or work to achieve a large degree of institutional autonomy or independence in relation to governmental or other educational agencies	3.07	46	3.36	67
15	To increase students' sensitivity to and appreciation of various forms of art and artistic expression	3.06	47	3.68	49
23	To encourage students to make concern about the welfare of all mankind a central part of their lives	3.05	48	3.69	48
82	To carry on a broad and vigorous program of extracurricular activities and events for students	3.05	49	3.55	56
87	To be accountable to funding sources for the effectiveness of college programs	3.04	50	3.52	58
81	To regularly provide evidence that the institution is actually achieving its stated goals	3.04	51	3.79	39
93	To develop programs which will maximize student retention	3.01	52	3.83	35
66	To create a campus climate in which students spend much of their free time in intellectual and cultural activities	2.98	53	3.73	44
33	To serve as a cultural center in the community served by the campus	2.97	54	3.56	55
11	To help students achieve deeper levels of self-understanding	2.95	55	3.94	27
94	To help students develop positive relationships with each other	2.94	56	3.75	42
49	To help students learn how to bring about change in American society	2.92	57	3.48	60
88	To create a climate in which systematic evaluation of college programs is accepted as an institutional way of life	2.88	58	3.75	41
51	To be responsive to regional and national priorities when considering new educational programs for the institution	2.88	59	3.18	72
13	To help students be open, honest, and trusting in their relationships with others	2.86	60	3.90	31
20	To encourage students to become committed to working for world peace	2.82	61	3.37	65
24	To acquaint students with forms of artistic or literary expression in non-Western countries	2.82	62	3.42	64

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
92	To provide dormitories which are comfortable, secure, and supportive of intellectual pursuits	2.80	63	4.11	15
90	To achieve consensus among people on the campus about the goals of the institution	2.78	64	3.35	68
37	To contribute, through research, to the general advancement of knowledge	2.77	65	3.18	73
42	To provide educational experiences relevant to the evolving interests of women in America	2.75	66	3.53	57
38	To assist students in deciding upon a vocational career	2.72	67	3.59	51
21	To encourage students to express themselves artistically, e.g., in music, painting, film-making	2.71	68	3.22	70
89	To systematically interpret the nature, purpose, and work of the institution to citizens off the campus	2.69	69	3.43	63
46	To serve as a source of ideas and recommendations for changing social institutions judged to be unjust or otherwise defective	2.68	70	3.14	75
98	To provide opportunities for career relevant student internships	2.67	71	3.73	43
91	To make the computer a significant tool in the teaching/learning process	2.60	72	3.27	69
31	To prepare students in one or more of the traditional professions, e.g., law, medicine, architecture	2.60	73	2.79	83
35	To conduct basic research in the social sciences	2.59	74	2.98	80
45	To move to or maintain a policy of essentially open admissions, and then to develop meaningful educational experiences for all who are admitted	2.59	75	2.58	88
61	To decentralize decision making on the campus to the greatest extent possible	2.58	76	3.16	74
50	To focus resources of the institution on the solution of major social and environmental problems	2.54	77	2.89	81
30	To develop educational programs geared to new and emerging career fields	2.49	78	3.48	59
34	To conduct basic research in the natural sciences	2.48	79	2.79	84
48	To offer developmental or remedial programs in basic skills (reading, writing, mathematics)	2.40	80	2.83	82

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
53	To be engaged, as an institution, in working for basic changes in American society	2.38	81	2.63	87
96	To provide the off-campus community with opportunities for continuing education	2.36	82	3.37	66
97	To use student input in all faculty hiring, promotion, and tenure decisions	2.36	83	3.02	79
85	To include local citizens in planning college programs that will affect the local community	2.35	84	3.06	78
75	To award the bachelor's and/or associate degree for supervised study done away from the campus, e.g., in extension or tutorial centers, by correspondence, or through field work	2.30	85	2.78	85
26	To provide opportunities for students to prepare for specific occupational careers, e.g., accounting, engineering, nursing	2.28	86	3.11	76
47	To work with governmental agencies in designing new social and environmental programs	2.20	87	2.68	86
86	To excel in intercollegiate athletic competition	2.16	88	2.29	93
29	To provide opportunities for continuing education for adults in the local area, e.g., on a part-time basis	2.08	89	3.21	71
41	To conduct advanced study in specialized problem areas, e.g., through research institutes, centers, or graduate programs	2.05	90	2.39	89
39	To provide skilled manpower for local area business, industry, and government	1.95	91	2.33	91
22	To develop students ability to understand and defend a theological position	1.94	92	2.38	90
16	To educate students in a particular religious heritage	1.87	93	2.13	94
25	To help students develop a dedication to serving God in everyday life	1.78	94	2.33	92
19	To help students become aware of the potentialities of a full-time religious vocation	1.74	95	2.11	96
78	To award the bachelor's and/or associate degree to some individuals solely on the basis of their performance on an acceptable examination (with no college-supervised study, on- or off-campus, necessary)	1.61	96	1.99	97

Item No.		IS Average Score	IS Rank	Should Be Average Score	Should Be Rank
28	To perform contract research for government, business, or industry	1.57	97	1.75	99
32	To offer graduate programs in such "newer" professions as engineering, education, and social work	1.53	98	1.85	98
36	To provide retraining opportunities for individuals whose job skills have become out of date	1.53	99	2.13	95
27	To develop what would generally be regarded as a strong and comprehensive graduate school	1.45	100	1.67	100
	TOTAL	2.90		3.46	